



# Teacher-to-Teacher

Video Series  
for Secondary Educators

**TITLE:** The Art of Paraphrasing

**PRIMARY SUBJECT AREAS:** Composing, Speaking and Listening, Using Information Resources (English Language Arts Standards 2, 3, 4, 5)

**GRADE LEVELS:** 10 (Adaptable to higher and lower grades)

**OVERVIEW:** “The Art of Paraphrasing” is an activity designed to assist students in learning how to paraphrase from primary and secondary sources. It focuses on using multiple stimuli for writing, promoting individuality and creativity in self-expression, and building both confidence and competence in listening and writing critically. Emphasis is placed on the development of writer’s voice and style.

**APPROXIMATE DURATION:** 1 to 2 days to 4-week project

**LOUISIANA CONTENT STANDARDS:**

<http://www.louisianaschools.net/DOE/LCET/curric/K12stand.pdf>

**Standard Two: Students write competently for a variety of purposes and audiences.**

- ELA-2-H1: writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order
- ELA-2-H2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions
- ELA-2-H3: applying the steps of the writing process, emphasizing revising and editing in final drafts
- ELA-2-H4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs)
- ELA-2-H5: recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue) and various stylistic elements (e.g., diction, sentence structure, voice, tone)

**Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

- ELA-3-H2: using the grammatical and mechanical conventions of standard English

ELA-3-H3: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary

**Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

ELA-5-H1: recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail)

ELA-5-H2: locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)

ELA-5-H3: accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce texts and graphics

ELA-5-H4: using available technology to produce, revise, and publish a variety of works

ELA-5-H5: citing references using various formats (e.g., parenthetical citations, endnotes, bibliography)

**GLEs Addressed:**

**Grade 10**

16. Develop organized, coherent paragraphs that include the following:
  - topic sentences
  - logical sequence
  - transitional words and phrases
  - appropriate closing sentences
  - parallel construction where appropriate (ELA-2-H1)
17. Develop multiparagraph compositions organized with the following:
  - a clearly stated central idea/thesis statement
  - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
  - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
  - transitional words and phrases that unify throughout (ELA-2-H1)
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
  - word choices appropriate to the identified audience and/or purpose
  - vocabulary selected to clarify meaning, create images, and set a tone
  - information/ideas selected to engage the interest of the reader
  - clear voice (individual personality) (ELA-2-H2)

19. Develop complex compositions using writing processes, including:
  - selecting topic and form
  - determining purpose and audience
  - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
  - drafting
  - conferencing (e.g., with peers and teachers)
  - revising for content and structure based on feedback
  - proofreading/editing to improve conventions of language
  - publishing using technology (ELA-2-H3)
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)
21. Use all modes to write complex compositions, including:
  - comparison/contrast of ideas and information in reading materials or current issues
  - literary analyses that compare and contrast multiple texts
  - editorials on current affairs (ELA-2-H4)
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)
23. Develop individual writing style that includes the following:
  - a variety of sentence structures (e.g., parallel or repetitive) and lengths
  - diction selected to create a tone and set a mood
  - selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
25. Apply standard rules of sentence formation, avoiding common errors, such as:
  - fragments
  - run-on sentences
  - syntax problems (ELA-3-H2)
26. Apply standard rules of usage, including:
  - making subjects and verbs agree
  - using verbs in appropriate tenses
  - making pronouns agree with antecedents
  - using pronouns in appropriate cases (e.g., nominative and objective)
  - using adjectives in comparative and superlative degrees
  - using adverbs correctly
  - avoiding double negatives (ELA-3-H2)
27. Apply standard rules of mechanics, including:
  - using commas to set off appositives or parenthetical phrases
  - using quotation marks to set off titles of short works
  - using colons preceding a list and after a salutation in a business letter
  - using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)
28. Use correct spelling conventions when writing and editing (ELA-3-H3)

29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:
  - print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes
  - electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:
  - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
  - electronic sources (e.g., Web sites and databases)
  - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
  - formulating clear research questions
  - using research methods to gather evidence from primary and secondary sources
  - using graphic organizers (e.g., outlining, charts, timelines, webs)
  - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
43. Write a variety of research reports, which include the following:
  - research that supports the main ideas
  - facts, details, examples, and explanations from multiple sources
  - graphics when appropriate
  - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
45. Follow acceptable use policy to document sources in research reports using various formats, including:
  - preparing extended bibliographies of reference materials
  - integrating quotations and citations while maintaining flow of ideas
  - using standard formatting for source acknowledgment according to a specified style guide
  - using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5)

## **TECHNOLOGY STRATEGIES:**

<http://www.louisianaschools.net/DOE/LCET/curric/k12stand.pdf>

### **Technology Communication Tools (*Communication Foundation Skill*)**

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

### **Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

### **Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)**

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

### **Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)**

Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

## **INTERDISCIPLINARY CONNECTIONS:**

Dependent upon the topic(s) selected for the activity.

## **OBJECTIVES:**

1. The learner will interpret visual text (e.g., transparency of an art work).
2. The learner will write and share interpretations with peers.
3. The learner will write a paragraph describing the visual text.
4. The learner will listen critically to oral text (e.g., audiotape, oral reading) and write at least five key words/phrases from the text.
5. The learner will compose an original paragraph incorporating the information gathered from the oral text.
6. The learner will use parenthetical documentation to site primary sources.
7. The learner will apply steps of the writing process in developing a composition.
8. The learner will utilize technology to access information and to publish work.

## **MATERIALS:**

Visual text (e.g., transparency of an art work)  
Primary source related to visual text (e.g., encyclopedia entry, textbook passage, specialized references, Internet site)

## **TECHNOLOGY CONNECTION:**

**Hardware:** Computer with Internet

**Software:** Microsoft Word

**Web Sites:** <http://webquest.sdsu.edu/matrix.html>  
<http://genealogy.about.com/cs/lessonplans/>  
<http://expage.com/englishivwebquest/>  
<http://rubistar.4teachers.org/>

## **LESSON PROCEDURES:**

1. Project a visual of an art transparency for the class as a journal prompt or an introductory writing activity. Allow two five minutes for students to view/study the transparency. Pose the following questions for students to use as a guide: What do you see in this visual? What do you think is happening in this scene? What characteristics lead you to this conclusion?
2. Have students write down the key descriptors they have observed.
3. Allow five minutes for class sharing of the key descriptors, recording the shared words/phrases on a visual as the students provide them.
4. Have students develop a descriptive paragraph of the visual art, using their own notes and/or the ones generated by the class.
5. Invite students to read their paragraphs orally, asking them to listen for the different writing styles/voices used by various students in presenting the descriptions of the same visual.
6. Read orally to the class from an excerpt of a primary source that relates to the visual presented earlier. Ask students to listen for facts as you read.
7. Have students write at least five facts (words and/or phrases only) that they recall from the oral reading.
8. Allow five minutes for class sharing of the key facts, recording the shared words/phrases on a visual as the students provide them.
9. Have students paraphrase the facts into an expository paragraph.
10. Provide the parenthetical documentation for the primary source that you read from on a visual, and have students copy it at the end of the paragraph they have written (e.g., Smith 622).
11. Point out to the students that the process used for writing this paragraph is the same process that can be used to write an extended research paper. (e.g., note taking, paraphrasing, documenting)
12. Invite students to read their paragraphs orally, asking them to listen for the different writing styles/voices used by various students in writing this “mini research paragraph.”

## **REPRODUCIBLE MATERIALS:**

*Powerpoint Presentation*

**ASSESSMENT PROCEDURES:** Formative assessment is ongoing throughout the activity. Teacher observations of the students' listening, speaking, and writing skills inform the level of comprehension and competency of the students as they are led through the different tasks.

The expository paragraph can be used as summative assessment. Rubrics that contain score points for specific components of the "mini research paragraph" (e.g., accuracy of facts, composing, conventions of language, accuracy of parenthetical documentation) can be used as scoring guides. Involving students in developing the rubric can be a teaching/learning task as well.

**EXPLORATION AND EXTENSION:**

This activity can be used as a daily journal prompt until students have mastered the concept of paraphrasing. Students may be involved in the process by selecting topics and bringing in relevant new articles to be used as prompts for this activity.

This process can be replicated as a group activity. Teacher/student assimilated group packets containing reference sources can be assigned to individual groups. Individual students in each group can replicate the oral reading process as other students listen, take notes, paraphrase, and compose. A group research paper can be produced and scored. Various grouping strategies can be used for this group project.

**RESOURCES:**

Transparency of Art Work (Available via Internet, Textbook Supplemental Materials)

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